

***Department of
Career and Technical Education
Program Evaluation for Administration***

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent does the institution have a strategic plan or stated institutional purpose which includes a commitment to career and technical education? (Suggest reviewing strategic plan.)
- 2) To what extent does administration exhibit commitment to career and technical education? (Suggest reviewing promotional material.)
- 3) To what extent is a process in place which allows opportunity for discussion of career and technical education at the administrative level? (Suggest reviewing strategic planning process.)
- 4) To what extent does the administration ensure that all accreditation processes involving career and technical education programs are complete? (Suggest reviewing institutional accreditation reports.)
- 5) Describe the school's strengths for instructional planning and organization:
- 6) Describe the school's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) To what extent does career and technical education instructional materials follow the guidelines for the instructional programs? (Suggest reviewing instructional materials.)
- 2) To what extent does the school follow a schedule for replacement and updating of instructional materials? (Suggest reviewing materials and policy manual.)
- 3) Describe the school's strengths for instructional materials utilization:
- 4) Describe the school's improvement opportunities for instructional materials utilization:

Standard Three - Instructional Personnel

- 1) To what extent does the institution review policies involving appropriate credentialing of instructors? (Suggest reviewing personnel policies.)
- 2) To what extent does the institution promote professional development and attendance at CTE sponsored conferences? (Suggest reviewing opportunities and funding for past year's activities by instructors.)
- 3) To what extent does the institution provide sufficient administrative and support services to plan and conduct quality career and technical education programs? (Suggest reviewing organizational chart and job descriptions.)
- 4) Describe the school's strengths for instructional personnel:

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- 5) Describe the school's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent are enrollment and class sizes in compliance with the State Board for Career and Technical Education guidelines? (Suggest reviewing enrollment by program for past three years and check class sizes.)
- 2) Describe the school's strengths for enrollment and student-teacher ratio:
- 3) Describe the school's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment Supplies

- 1) To what extent is there an established budget for each career and technical education program? (Suggest reviewing institutional budget.)
- 2) To what extent are equipment and supplies reflective of current and emerging technology used in business and industry? (Suggest discussing availability of funds for updating and upgrading equipment.)
- 3) To what extent is a current inventory of equipment and/or tools on file and updated annually? (Suggest reviewing equipment inventory.)
- 4) Describe the school's strengths for equipment and supplies:
- 5) Describe the school's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) To what extent is the size of the facility and number of training stations adequate to ensure safe, quality education and training in relation to the program's objectives? (Suggest analyzing the size of the classrooms and the number of students)
- 2) To what extent are the facilities properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility in terms of painting, repair work, etc.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent are facilities arranged in such a manner as to maximize the career and technical education function and student safety? (Suggest reviewing institutional accreditation reports.)
- 5) Describe the school's strengths for instructional facilities:

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- 6) Describe the school's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent does the institution have in place and adhere to a system-wide safety and sanitation policy? (Suggest reviewing institutional safety and sanitation policies.)
- 2) To what extent has the institution been inspected by outside sources, i.e. Fire Marshal, OSHA Inspectors, to obtain assistance in keeping in compliance with various codes related to safety and sanitation? (Suggest visiting with physical plant supervisor, transportation staff, etc.)
- 3) Describe the school's strengths for safety and sanitation training and practices:
- 4) Describe the school's improvement opportunities for safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) To what extent have administrative leaders been involved in community activities as representatives of the institution and for purposes related to career and technical education? (Suggest reviewing community functions at which administrators were in attendance.)
- 2) To what extent does administration inform the community about goals, activities, staff awards, student achievement, etc., related to career and technical education? (Suggest reviewing publications, media interviews, news bulletins, etc.)
- 3) To what extent does administration encourage instructors and staff to use advisory committees to assure appropriateness of course content? (Suggest reviewing ways in which the encouragement is done.)
- 4) To what extent does the institution have a public relations plan? (Suggest reviewing public relations plan.)
- 5) Describe the school's strengths for program advisory committee and community relations:
- 6) Describe the school's improvement opportunities for program advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) To what extent does administration encourage career & technical student organizations and the leadership efforts of these organizations? (Suggest reviewing examples of publications, programs, planning strategies, etc., which provide evidence of encouragement.)
- 2) To what extent are time and resources provided to support the activities of the chapter advisor? (Suggest reviewing budget, policy manual and negotiated agreement.)

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- 3) Describe the school's strengths for career and technical student organizations:
- 4) Describe the school's improvement opportunities for career and technical student organizations:

Standard Ten - Coordination Activities

- 1) To what extent is the administration involved in assuring that work-based learning is given adequate priority? (Suggest interviewing chief administrator and reviewing institutional goals, mission statement, strategic plans, etc.)
- 2) To what extent are administrators familiar with federal and state policies related to various coordination activities? (Suggest reviewing official documents and promotional material.)
- 3) Describe the school's strengths for coordination activities:
- 4) Describe the school's improvement opportunities for coordination activities:

Standard Eleven - Special Populations

- 1) To what extent does the school identify and provide *accessible, appropriate training and student services to all students who are members of special populations? (Suggest reviewing policies and procedures, student service strategy plan, individual plan, student handbooks and methods used to identify needs.)

*Accessibility is ensured through classroom, equipment and curriculum modifications, supportive services, personnel and instructional aids and devices.

- 2) To what extent are strategies in place to assist special population students to meet or exceed the State adjusted levels of performance in the four core indicators of the accountability system? (Suggest reviewing Carl Perkins Five-Year Plan.)
- 3) To what extent has the school conducted routine analysis of data identifying performance of all special population groups and used such data to provide direction for improvement as needed? (Suggest reviewing strategic plan.)
- 4) To what extent does the school promote cultural diversity? (Suggest reviewing curricula, activities, etc.)
- 5) Describe the school's strengths for special populations:
- 6) Describe the school's improvement opportunities for special populations:

Standard Twelve - Educational Equity

- 1) To what extent has the school implemented and disseminated policies on discrimination and sexual harassment? (Suggest reviewing policy manuals, faculty and student handbooks and posted notices.)

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- 2) To what extent has the school implemented strategies for recruitment and retention of students into nontraditional programs? (Suggest reviewing local plan, enrollment practices and retention procedures.)
- 3) To what extent does scheduling allow for gender balanced enrollment in all CTE programs? (Suggest reviewing master teaching schedule.)
- 4) To what extent does the school have practices/programs in place to create a respectful, equitable school environment while addressing teasing, bullying, harassment and like behaviors? (Suggest reviewing discipline plans, proactive behavior management programs and counseling services.)
- 5) To what extent does the school ensure purchase of bias-free instructional materials? (Suggest reviewing policies/practices for screening of material for bias prior to purchase.)
- 6) Describe the school's strengths for educational equity:
- 7) Describe the school's improvement opportunities for educational equity: